



## Inman Intermediate School

10 W. Miller Street  
Inman, SC 29349

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	318 Students	
<b>Principal</b>	Debbie Wright	864-472-1510
<b>Superintendent</b>	Ronald W. Garner, Ed. D.	864-471-2846
<b>Board Chair</b>	Travis Sloan	864-472-2846

# THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2013</b>	<b>Excellent</b>	<b>Good</b>
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

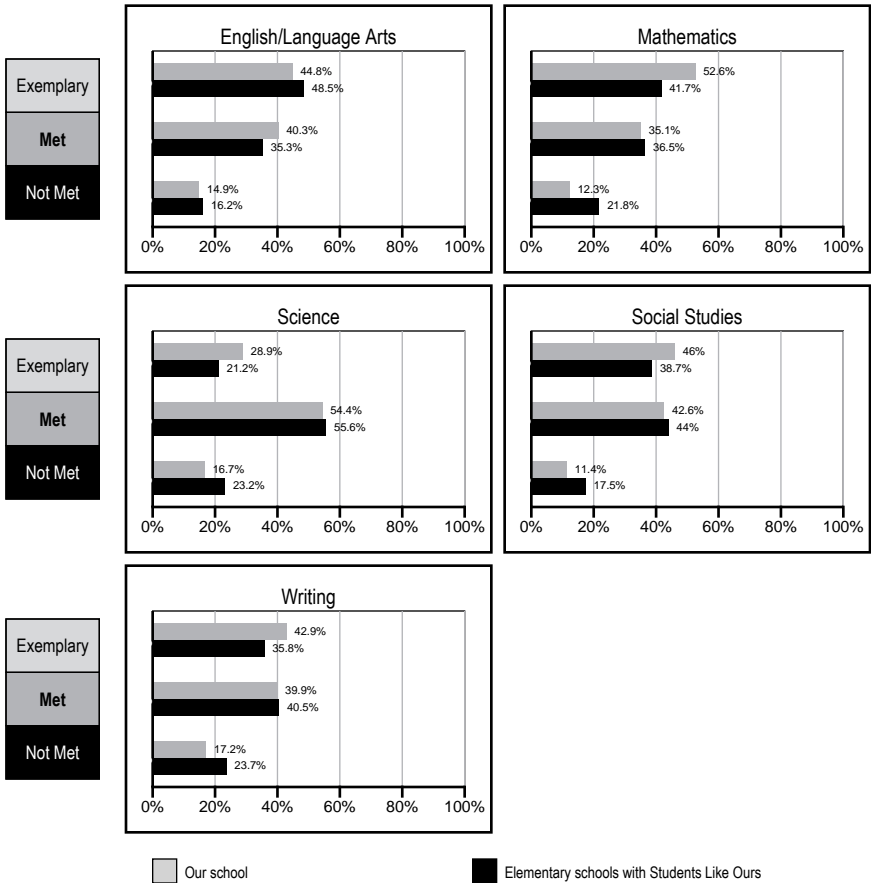
99%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
40	36	29	0	1

\* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=318)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	No Change	1.2%	0.9%
Attendance rate	97.2%	Down from 97.4%	96.3%	96.3%
Served by gifted and talented program	24.9%	N/A	8.7%	7.2%
With disabilities	13.6%	N/A	12.6%	12.4%
Older than usual for grade	1.6%	N/A	2.1%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=22)</b>				
Teachers with advanced degrees	68.2%	Up from 60.9%	64.1%	62.5%
Continuing contract teachers	100.0%	Up from 95.7%	85.7%	83.3%
Teachers returning from previous year	92.2%	Down from 95.2%	89.9%	88.3%
Teacher attendance rate	93.0%	Down from 93.8%	95.0%	95.0%
Average teacher salary*	\$51,113	Up 4.9%	\$48,922	\$48,193
Professional development days/teacher	18.8 days	Up from 16.0 days	11.4 days	11.0 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	6.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Down from 21.3 to 1	20.4 to 1	20.1 to 1
Prime instructional time	88.6%	Down from 89.7%	90.1%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,467	Up 3.4%	\$6,965	\$7,364
Percent of expenditures for instruction**	67.0%	Up from 64.9%	69.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Up from 63.8%	66.5%	66.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

At Inman Intermediate School our students continue to achieve, as we are a school of STARs (Students Taking Academic Responsibility). A rigorous curriculum and an individualized approach to instruction helped our students see gains in MAP (Measures of Academic Progress) scores, PASS (Palmetto Assessment of State Standards) scores and overall academic performance in the classroom. Because of these accomplishments, we received the SC Department of Education Palmetto Gold award for academic performance as well as the State Department of Education Closing the Gap Award. Our PASS test scores also earned our school an Excellent absolute and growth rating on our school report card, as well as an "A" grade on the Federal Accountability System. IIS was also named a SC Reading Honor School by the SCIRA, and received the NSPRA Award for Excellence for our school website. Additionally, we received an Arts in the Basic Curriculum Grant to infuse the fine arts into our curriculum. This grant allowed our students to work with several artists in residences throughout the year. We also received a \$100,000.00 grant from Lowes for the development of STEM (Science, Technology, Engineering, and Mathematics) units.

IIS also celebrates the success of our teachers and students. Several teachers received grants this year, allowing them to purchase instructional items for their classrooms and musical instruments for our music program. Ten students' artwork was displayed at the Chapman Cultural Art Center. Our students participated in March of Dimes, Relay for Life, and collected over 4,000 canned goods for the needy, donated supplies to Miracle Hill, and donated needed supplies to the local animal shelter.

The faculty and staff at IIS are committed to high levels of student achievement. This commitment is evident in the achievement of all students as our students continue to score above the state average on state PASS testing. We pride ourselves in identifying each child's individual strengths and weaknesses in order to provide exemplary academic experiences. Our faculty provided differentiated instruction on a daily basis as a result of analyzing student MAP, PASS, and Dominion data, as well as student classroom performance. Through these efforts, we are able to provide challenging activities for all students, which allow a common framework for organizing resources, collaborating, and goal setting.

Our success continues to be grounded in a strong, positive school and community partnerships as well as our dedication to excellence in teaching and learning. Our teachers, students, and SIC have set goals to increase student achievement, provide embedded staff development for teachers, and to involve parents and community. Continuous uninterrupted and research based instruction is a clear focus at IIS. This is accomplished through daily common planning time for teachers, implementation of rigorous, standards-based instruction, and embedded staff development opportunities for our faculty.

IIS is committed to providing opportunities for our students to make good choices to become productive citizens. Students have the opportunity to be involved in numerous clubs such as the Jr. Beta Club, FCA, Student Council, Yearbook, Recycling Club, etc. Our PTO and SIC have provided outstanding support for our school. Our PTO purchased classroom supplies, assisted with student recognition in numerous ways, sponsored our RIF program, sponsored our spring Beach Day, purchased technology items for our school, and purchased fine arts supplies. The SIC worked throughout the year to serve as a liaison between the school and community. We are grateful for the continued support of our SIC, PTO and our local business partners. Through the collaborative efforts of our students, faculty, parents, and community, we will continue to provide every child at IIS with a quality, student-centered education. The faculty and staff of IIS invite you to take an active part in your child's education and join us in fulfilling our mission for the students of IIS. Our school is a special place to learn and grow, and we are grateful for the wonderful opportunity to work with your precious children each day.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	102	77
Percent satisfied with learning environment	95.9%	97%	94.8%
Percent satisfied with social and physical environment	95.8%	90.3%	88.6%
Percent satisfied with school-home relations	91.7%	91.3%	89.9%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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**ESEA/Federal Accountability Rating System**

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>98.7</b>
<b>Overall Grade Conversion</b>	<b>A</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Inman Intermediate School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	670.6	677.8	645.6	662.0	100.0	100.0
Male	662.7	675.8	645.2	664.6	100.0	100.0
Female	678.2	679.8	646.0	659.5	100.0	100.0
White	678.5	684.8	657.1	667.9	100.0	100.0
African American	653.9	661.0	622.9	651.7	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	660.4	671.4	637.5	654.9	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Grades 6-8

All Students	664.0	671.8	634.5	664.5	100.0	100.0
Male	662.0	671.8	650.4	675.6	100.0	100.0
Female	665.4	671.8	622.5	656.0	100.0	100.0
White	672.8	678.4	640.6	670.9	100.0	100.0
African American	N/A	N/A	N/A	N/A	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	100.0	100.0
Subsidized meals	654.5	664.4	617.5	658.1	100.0	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	99	9.3	43.3	47.4	90.7
	5	116	100	12.5	39.3	48.2	87.5
	6	113	100	18.3	30.3	51.4	81.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	16.3	41.8	41.8	83.7
	5	103	100	11.1	42.4	46.5	88.9
	6	115	100	17.1	36.9	45.9	82.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	8.2	26.8	64.9	91.8
	5	116	100	8.9	48.2	42.9	91.1
	6	113	100	9.2	33.9	56.9	90.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	11.2	29.6	59.2	88.8
	5	103	100	12.1	39.4	48.5	87.9
	6	115	100	13.5	36	50.5	86.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	8.2	63.9	27.8	91.8
	5	60	100	24.6	42.1	33.3	75.4
	6	57	98.3	14.8	61.1	24.1	85.2
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	13.3	50	36.7	86.7
	5	52	100	16	62	22	84
	6	58	100	23.2	55.4	21.4	76.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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Social Studies

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	8.2	50.5	41.2	91.8
	5	56	100	20	45.5	34.5	80
	6	56	100	11.1	50	38.9	88.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	102	100	10.2	36.7	53.1	89.8
	5	51	100	20.4	38.8	40.8	79.6
	6	57	100	5.5	56.4	38.2	94.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Writing

2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	119	100	18.3	35.7	46.1	81.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	101	98	21.6	37.1	41.2	78.4
	5	101	100	17.2	39.4	43.4	82.8
	6	114	100	12.6	43.2	44.1	87.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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